 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Ms. Jones  **Lesson #: 3 Facet:** Perspective

**Grade Level:** 9-Diplmoa  **Numbers of Days: 2**

**Topic:**

**PART I:**

**Objectives**

**Student will understand that**physical activity affects all aspects of health.  
  
**Student will know**key factual information first hand on how much physical activity can affect ones life.  
  
**Student will be able to**analyze why physical activity can be harder for others, and analyze some excuses people will give.

**Product: Comic Life**

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Maine Learning Results**

**Content Area:** Health Education and Physical Education

**Standard Label:** H. Physical Fitness Activities and Knowledge

**Standard:**H4 Physical Activity Benefits

**Grade Level Span:** Grades 9 - Diploma

*Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.*

**Rationale:** Students will be able to reflect on their lives and see how they could benefit from regular participation in physical activity. They will be able to make a comic life that they could show to people of all ages to get them thinking about physical activity.

**Assessments**

**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
Students will be able to report out and also complete an exit ticket. Teacher will also be collecting their fact and opinion organizers. For an entrance ticket on the second day students will also be ask to write a one page reflection on how to encourage people to be more active.

**Section II – timely feedback for products (self, peer, teacher)**  
Teacher will be able to make sure the students are on the right track, by commenting on their exit ticket and reviewing their organizers.  
  
**Summative (Assessment of Learning):**  
Students will be making a comic life to reflect reasons why people do not exercise and a suggestion or two on how they can overcome that obstacle. Students will be completing the a checklist and commenting on what they did and what there partner did.

**Integration**

**Technology:**

Technology will be integrating when they are researching and also when they are making their comic lifes.

**Content Areas:**

**Art:** Students will need to tap into their creative side when making their comic life

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will be using a fact and opinion style graphic organizer to help them gather clear facts and to reflect by stating their opinion to that fact.  
  
**Section II – Groups and Roles for Product**  
Students will be put into pairs by finding someone that has a different cultural background than you. The partners will be asked to produce a comic strip in comic life.

**Differentiated Instruction**

**MI Strategies**

**Logical:**Students will be able to see why it is so important to be physically active.  
**Verbal:**Students will be able to present their comic life strips and express why they picked the areas they did.  
**Visual:**Students will be able to show what they mean in the comic life project.  
**Musical:**Students will be putting music to their comic life.  
**Intrapersonal:**Students will be able to first internalize what they think is the big reasons to be physical active.  
**Interpersonal:** Students will be able to see what others find important and be able to communicate their own views.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

If students miss the first day of the lesson they will be responsible for the information that was covered that day which will be available on the wikispace. If students miss the second day of the lesson they will be responsible for completing a comic life strip on their own. If students miss both days of the lesson they will be responsible for communicating with the teacher to find an alternative assignment that the student will be responsible for passing in.

**Extensions**

**Type II technology:**

Students would be using comic life that will include pictures and words. Student may feel as they would like to make their strip have an auto button in which they can record themselves speaking through their comic.

**Gifted Students:** Students that show an obvious interest in this project may have the chance for their comic life to be incorporated in the book that the students will be making.

**Materials, Resources and Technology**

*Handouts*  
*Computer*

**Source for Lesson Plan and Research**

<http://www.cdc.gov/nccdphp/sgr/adoles.htm>-Cite for students to use  
<http://teachers.net/lessons/posts/2032.html>  
<http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm> -Cite for students to use  
<http://latimesblogs.latimes.com/world_now/2012/07/lack-of-exercise-kills-roughly-as-many-as-smoking-study-says.html> -(Cite for students to read)  
<http://www.funenglishgames.com/funstuff/funnypuns.html-> Puns for grouping.  
<http://www.coolnsmart.com/exercise_quotes/> -Hook quote  
<http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf-> graphic organizer

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

*Class Arrangement:*Tables will be in a circle.

Agenda:

Day 1

* Attendence: 2 minutes
* Hook: Quote- have students pair up and share what they think the quote means.(3 minutes)
* Reporting out to the class:(5 minutes)
* Have students stay in their pairs and research the benefits of physical activity, and complete their graphic organizer. (35 minutes)
* Once students have finished researching have them all pick out a basket. The basket will have pieces of papers with one half of a pun on them. The students will have to find their match.
* The teacher will be introducing and handing out a rubric on what is expected.(5 minutes)
* Once students are in their respected groups they will given the a worksheet in which they will fill out.(25 minutes)
* For homework: Students may decide to meet with their pair and get a head start on their comic life. Tell them that they will only have 40 minutes of class time and then we will be uploading them on the wikispace.

Day 2:

* Attendance: 2 minutes
* Have students work on the comic strips (40 minutes)
* Have students upload comic life to wikispace (5 minutes)
* Have students share their comic life with the class (30 minutes)
* Concluding thoughts (3 minutes)

Students will understand that physical activity effects all aspects of health. Students will know the benefits to physical activity and why it is important for all ages. Students will be able to reflect on a quote for the hook of this lesson. They will be able to think about the quote and what it means, they will then turn to the person on their right and talk about what each other thinks about the quote. The teacher will then have a class discussion letting the students report out on what the pair was talking about, and any interesting thoughts that may arise.  
**Where, Why, What, Hook Tailor: Interpersonal, Intrapersonal, Verbal**  
  
Students will need to know why people do not exercise on a daily basis.The will also need to know the benefits of exercise for all different age groups. Students will be given the opportunity to research material on their own. They will however have a fact and opinion worksheet that they must fill out. Students will not only be learning the material they will also be reflecting on their own thoughts on the material, hopefully giving the the opportunity to engage in their own learning. Students will be handing in their fact and opinion worksheet and also an exit ticket on the first day of the lesson, which the teacher will be reviewing. The content of this lesson will be different for every student but main themes will be address throughout the lesson. This is a lesson where I am giving the students responsibility for their own learning.  
**Equip, Explore, Rethink, Tailors: Intrapersonal, Logic, Visual**  
  
Students will be able to explore the concept of physical activity and be able to first see facts on the number of people that arent physical active. Then they will be able explore reasoning behind why people don't exercise; then they will be able to come up with reasons to help motivate people by making comics to have people see how silly some of their reasoning can be. Students will be able to empathize with how others feel in the regard to physical activity and make suggestion on how to overcome these feelings. I will first be pairing students up by simply having them work with the students sitting next to them. Another way I will be grouping my students is by having them match up to complete silly puns. This will hopefully distract the kids and put some humor into the class. Students will be given a worksheet, graphic organizer, where they will be getting timely feedback before they finish their comics. Students will be asked to write a one page reflection on how to encourage others to become more physical active.  
**Explore, Experience, Rethink, Refine, Tailors: Verbal, Visual, Interpersonal, Intrapersonal**

**Students will be**

**Evaluate: Tailors: Visual, Logical, Intrapersonal**

**Content Notes**

**Quote for hook:**  
I finally realized that being grateful to my body was key to giving more love to myself. Oprah-  
**KEY MESSAGES**

* Adolescents and young adults, both male and female, benefit from physical activity.
* Physical activity need not be strenuous to be beneficial.
* Moderate amounts of daily physical activity are recommended for people of all ages. This amount can be obtained in longer sessions of moderately intense activities, such as brisk walking for 30 minutes, or in shorter sessions of more intense activities, such as jogging or playing basketball for 15-20 minutes.
* Greater amounts of physical activity are even more beneficial, up to a point. Excessive amounts of physical activity can lead to injuries, menstrual abnormalities, and bone weakening

**FACTS**

* Nearly half of American youths aged 12-21 years are not vigorously active on a regular basis.
* About 14 percent of young people report no recent physical activity. Inactivity is more common among females (14%) than males (7%) and among black females (21%) than white females (12%).
* Participation in all types of physical activity declines strikingly as age or grade in school increases
* Only 19 percent of all high school students are physically active for 20 minutes or more, five days a week, in physical education classes.
* Daily enrollment in physical education classes dropped from 42 percent to 25 percent among high school students between 1991 and 1995.
* Well designed school-based interventions directed at increasing physical activity in physical education classes have been shown to be effective.
* Social support from family and friends has been consistently and positively related to regular physical activity.

**BENEFITS OF PHYSICAL ACTIVITY**

* Helps build and maintain healthy bones, muscles, and joints.
* Helps control weight, build lean muscle, and reduce fat.
* Prevents or delays the development of high blood pressure and helps reduce blood pressure in some adolescents with hypertension.

**Participation in Physical Education Classes**

* In 2011, over half (52%) of high school students (68% of 9th-grade students but only 38% of 12th-grade students) attended physical education classes in an average week.3
* The percentage of high school students who attended physical education classes daily decreased from 42% in 1991 to 25% in 1995 and remained stable at that level until 2011 (31%).3
* In 2011, 41% of 9th-grade students but only 24% of 12th-grade students attended physical education class daily.3
* Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels.1
* The U.S. Department of Health and Human Services recommends that young people aged 6–17 years participate in at least 60 minutes of physical activity daily.2
* In 2011, 29% of high school students surveyed had participated in at least 60 minutes per day of physical activity on all 7 days before the survey, and only 31% attended physical education class daily.3
* Schools can promote physical activity through comprehensive school physical activity programs, including recess, classroom-based physical activity, intramural physical activity clubs, interscholastic sports, and physical education.
* Schools should ensure that physical education is provided to all students in all grades and is taught by qualified teachers.
* Schools can also work with community organizations to provide out-of-school-time physical activity programs and share physical activity facilities.

**Handouts**

Fact and Opinion- graphic orgainizer  
Worksheet

*Checklist*

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

Clipboard: Students with a clipboard mentality will be able to use the graphic organizer and the checklist to be organize and on top of their work.  
  
Microscope: Students will be able to go as deep into the material as they feel is necessary. My hope is for students to take charge of their own learning  
  
Puppy: Students will be able to empathize with the content of this lesson.   
  
Beach Ball: Learners with a beach ball mentality will be able to bounce ideas of their classmates throughout the learning process. They will also having ample opportunity to be spontaneous and have their personal freedom.  
  
  
***Rationale:***The design for this lesson allows the student to explore and rethink in their own ways.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***  
Students will be able to report out and also complete an exit ticket to check for understanding. Teacher will also be collecting their fact and opinion organizers. For timely feedback the teacher will be able to make sure the students are on the right track, by commenting on their exit ticket and reviewing their organizers.

***Summative:***

Students will be making a comic life to reflect a reason why people do not exercise and a suggestion on how they can overcome that reason. Students will be ask to write a one page reflection on how to encourage people to be more active.

***Rationale:*** I want students to realize why people don’t perform regular physical activity, by hope is not to mock people but for the students to see how silly some excuses are.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

English: Students will be able to write in complete thoughts and sentences

***MLR or CCSS:***

**Maine Learning Results**

**Content Area:** Health Education and Physical Education

**Standard Label:** H. Physical Fitness Activities and Knowledge

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**Grade Level Span:** Grades 9 - Diploma

*Students explain the interrelationship of physiological responses and physical, mental/intellectual, emotional, and social benefits related to regulate participation in physical activity.*

***Facet:*** Perspective

***Rationale:*** Students will be able to understand the interrelationships of physical responses and why some people hide why they really do not want to be physical active.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Logical:**Students will be able to see why it is so important to be physically active.  
**Verbal:**Students will be able to present their comic life strips and express why they picked the areas they did  
**Visual:**Students will be able to show what they mean in the comic life project.  
**Musical:**Students will be putting music to their comic life  
**Intrapersonal:**Students will be able to first internalize what they think is the big reasons to be physical active  
**Interpersonal:** Students will be able to see what others find important and be able to communicate their own views.

***Type II Technology:***

Comic life will be used by students to perceive the excuses people will come up with to avoid physical activity.

***Rationale:*** Physical activity is something that every person should be striving to do regularly.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** I want my students to know how silly the excuses that people will use are. Hopefully their will shy the away from using those in their life.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** Students will be able to let their creativeness come out in this lesson by making the comic life comics.